

**LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES
NEWSLETTER**

This issue of the newsletter is produced by TPS educational consortium member
Governors State University

Included in this issue:

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Librarian of Congress Dr. James Billington (center) with Governors State University TPS team Sandi Estep, Ph.D. TPS Director (left) Lucianne Sweder, Assistant Director (right) not pictured, Kathy Gustafson and Bruce Crooks.

Partner's Message

Governors State University

The Library of Congress Teaching with Primary Sources (TPS) project at Governors State University is designed to train in-service and pre-service classroom teachers along with college faculty to access, use, and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress. The project focuses on visual and information literacy. GSU now hosts an online collection of over 200 teacher produced projects that are available for use by educators from around the world.

[Governors State University TPS Program](#)

offers a robust learning site for educators interested in using primary source materials in a constructivist teaching environment.

Spotlight on: Governors State University

GSU believed in its students and their ability to learn and succeed. So GSU took a deliberate step away from the "establishment" and forged opportunity through experimentation. GSU was established by the State of Illinois as the seat of experimental education; a place where academia was encouraged to experiment with the best practices in education and to invent new paradigms and pedagogy.

GSU is only one of two universities of its kind in the nation. GSU only offers the final two years of an undergraduate degree, that is, it begins with junior and senior year. Forty percent of the students served are under-graduate and 60% of the student body is enrolled in majors offering Masters or Doctorate degrees. GSU has the largest Educational Administration Program in the nation with more than 750 students enrolled in classes each semester.

Being an experimental university that encouraged experimentation, GSU didn't have grades; it had competencies. Faculty wrote narrative evaluations of student work rather than issuing a letter grade. Eventually that posed a problem for students who attempted to gain admittance into graduate programs at other institutions. Today, writing narratives is heralded as a "best practice" in elementary education.

GSU has professionally respected departments and disciplines, and over 90 percent of its faculty possesses Ph.D.s or the highest degrees in their fields. But in very important ways, GSU has also retained that 60s spirit. It continues to experiment, and it never excludes. With a belief in its students,

GSU matches the best ideals of the past with the most promising innovations of the future. For a relatively unknown university it has attracted a very prestigious faculty. In fact, during the first week of February 2007, Dr. Jon Carlson will be appearing all week on the Today show as an expert in his field.

A campus for working adults, GSU is remarkably self-contained, convenient, and beautiful. It is situated on 750 acres of natural and preserved landscapes, coupling aesthetic surroundings with excellent academic programs. Plans are underway to begin building student housing on this magnificent landscape.

Teaching with Primary Sources at GSU

In January 2006, GSU dedicated a high-tech classroom as its TPS Training Academy. Senator Richard Durbin attended the dedication to demonstrate his support for this cutting-edge educational project. Many of the teachers and professors who had attended more than 70 hours of training in this room were there to tell him how much this training had changed their approach to teaching children. Carol Benda, a middle school teacher, was offered the podium to express exactly what this training had meant to her as a teacher and how it affected the teaching and learning that goes on in her classroom. [View the following Windows Media video clip](#) to see what she had to say to the Senator.



TPS Training Academy Dedication: Teacher Carol Benda (top right), Senator Richard Durbin (bottom left) Senator Durbin with teacher Joyce Lueder (top left), Ribbon Cutting President Stuart Fagan and Senator Durbin (bottom right)

TPS at GSU serves teachers in some of the poorest schools in the nation. Of the 21 school districts and 42 schools served, the majority represent high minority, high poverty, and low performing schools on the Southside of Chicago. Too often these schools are not able to offer their teachers neither the technology nor the training that would engage their students in the best educational practices that are expected of a 21st Century educator. Through TPS at GSU they are now witnessing a dramatic change. It is happening one teacher at-a-time, one school at-a-time, and one district at-a-time.

The collection of projects that these K-16 teachers have developed is offered online. Educators around the world are encouraged to search the database and use the projects found at [GSU-TPS Collection Online](#) in their own classroom. There are lessons and projects covering all grade levels and all subject areas.

Spotlight on One Great Teacher - One Great Lesson: Teachers in disciplines other

than social studies and language arts often have a difficult time creating robust lessons that are based around primary sources. However, Linda Egnatz, a high school Spanish Teacher, has posted a fantastic unit that challenges her students to think!

¿Quién Llegó Primero? - Who arrived first? Early Spanish Explorers in the United States.

Ms. Egnatz asks her Spanish high school students to explore the historical timeline of exploration and discovery of what is now the continental United States. Opportunities are provided to search for and use early primary resources available through the Library of Congress that document the travels of early Spanish explorers. Students are challenged to critically consider how history is written. While the project activities are designed to be completed in Spanish, many activities can be done in English. She states:

Most American high school students have learned their United States history from the perspective of English-speaking historians and texts. From our earliest school years, we learn about Pocahontas in the Jamestown story and we remember the pilgrims at Plymouth Rock every Thanksgiving. We study very little about the Vikings who explored the northern shores of our continent or the Spanish explorers who landed in Florida and ventured as far northwest as Oregon. Perhaps this is because the lands they discovered and mapped were not a part of the thirteen colonies or perhaps it is because their travels were not documented in English. This project will ask students to broaden their understanding of

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American history as it relates to Spanish explorers and that history. The project is designed for high school students who are in their 3rd year or higher of Spanish. It could be adapted to lower levels of Spanish, but then activities would need to be completed in English. The time required to complete

the unit is between one and two weeks depending upon the activities chosen and the available class and computer time. Both individual and group activities are included, but each activity could be modified for all individual or all group work. While the curriculum-fit is decidedly intermediate or advanced Spanish, the unit could be modified for the Social Studies classroom. (The LOC includes a bilingual parallel

history). The unit activities, products and assessments have been designed to meet

National Standards for Foreign Languages and are created to be used within the Multiple Intelligences learning model.

The complete lesson, including student pages and teacher lesson plans are available at this [web site link](#). Linda Egnatz teaches at Lincoln-Way High School, New Lenox, Illinois, which is a suburb of Chicago. She received training in Teaching with Primary Sources at Governors State University, University Park, Illinois.

Highlighted Primary Sources and Related Materials from TPS Partners

Annotated links to teaching resources that TPS Directors recommend:

California University of Pennsylvania

Monthly Feature – Subject specific collections of LC online resources of all types. Twelve Monthly Feature collections selected by California University of PA AAM/TPS staff are archived at:

<http://www.cup.edu/education/aam/index.jsp?pageId=1580830010421144332167452>

Art Exhibit– Collections of themed LC online artwork. Twelve Art Exhibits selected by California University of PA AAM/TPS staff are available at:

<http://www.cup.edu/education/aam/artexhibit.jsp>

Governors State University

Do you know the difference between a digital native and a digital immigrant? Marc Prensky states, “It is amazing to me how in all the hoopla and debate these days about the decline of education in the US we ignore the most fundamental of its causes. **Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.**” To better understand today’s K through college students who represent the first generations of digital natives, read Prensky’s [Digital Natives, Digital Immigrants](#).

Experience the [multimedia online overview of the Library of Congress](#) and a helpful tool to begin the [journey into American Memory](#). These viewlets were created by Luci Sweder, TPS-GSU Assistant Director. They are excellent online resources for teaching how to bookmark the “view source” url and an Excel visual introduction to American Memory.

Northern Virginia Partnership

AAMNVA is partnering with the University of Virginia to launch a pilot project in which teachers will create lessons using Library of Congress resources and a free web-based tool called [Primary Access](#). Through the use of Primary Access, unique video-making software, students and teachers write scripts and create Ken Burns-like documentaries using digital images. Primary Access allows students to develop critical thinking skills using primary sources to tell a story about history.

Participants who submit primary-source based Learning Experiences on [PrimarySourceLearning.org](#) can now, with the touch of a button, import their digital Library of Congress items into the Primary Access program to create these powerful historical narratives.

Southern Illinois University – Edwardsville

Learn more about American women's history by visiting the [American Women: A Gateway to Library of Congress Resources for the Study of Women's History and Culture in the United States](#) collection found in American Memory at the Library of Congress website.

<http://memory.loc.gov/ammem/awhhtml/index.html>

View a lesson where students will compare and analyze two posters, from World War I and from World War II, that portray the role of women in the war effort.

<http://www.siue.edu/education/aam/lesson/emlmoss/women%20lesson.htm>

The Metropolitan State College of Denver

Learning Activities Development (LAD) brings teams of content experts together to create learning activities using a template, and incorporating primary sources and other educational elements to accomplish stated learning outcomes. Visit [AAM-Colorado](#) to view projects and download from a huge array of templates for many interesting learning activities in nearly all subject areas.

Waynesburg College

<http://memory.loc.gov/ammem/collections/chautauqua/index.html>

Traveling Culture: Circuit Chautauqua in the Twentieth Century

What started as a training center for Sunday school teachers in southwestern New York in 1874 soon became a cultural phenomenon with enlightening and entertaining shows spread across the country. Noted authors such as [Helen Keller](#) and [Carl Sandburg](#) presented on the circuit, as did entertainers ranging from The [Alexander Trio](#), novelty musical entertainers, to [Charles Mack](#), clown, magician and ventriloquist of Punch and Judy fame. Some of the quirkier shows included [Pamahasika's Famous Pets](#) and the [Grosjean Marimba-Xylophone Company](#).

Consortium News

California University of Pennsylvania

As the AAM/TPS program matures, California University faculty members are placing greater emphasis on the use and application of Library of Congress primary resources and working more closely with AAM/TPS personnel to shape primary source-based learning experiences beyond basic exposure to the Library of Congress website and its resources. Faculty members are now making time at the beginning of the semester to visit with staff to develop collaborative presentations that align with student assignments. On January 26th, AAM staff collaborated with Dr. Andrae Marek, in his Seminar in History Class to discuss how primary sources can be authentic but subject to bias by their creators. The premise is fundamental to constructing their final 25 page paper, which is to be based on research and data evaluation, historical evidence and primary sources. Group learning was used to review and discuss bias in different types of LC primary sources.

Governors State University

As the first partner to transition to TPS, GSU continues to revamp all teaching and administrative materials with new graphics while still paying homage to the pilot program that was the inspiration for TPS. It has proved to be golden opportunity to redesign entire instructional package. GSU will announce its summer workshop schedule in March.

Illinois State University

Illinois State University's Library of Congress Teaching with Primary Sources program continues to grow across Central Illinois. See Upcoming Events for more information.

Loyola University

The staff at Loyola has been busy updating university webpage and graphics with TPS as the header. The behind-the-scenes work that creates a professional and inviting learning environment is certainly time-consuming yet a very necessary component of the program.

Southern Illinois University - Edwardsville

SIUC AAM/TPS recruited 22 in-service teachers for EDUC 550: An Adventure of the American Mind, the 3-hour graduate level course based on the Library of Congress' American Memory website. The Spring 2007 cohort met for the first time on January 27th. Topics for the first meeting included: An Overview of the Library of Congress, Digital Primary Sources at American Memory and the Library of Congress, Background for Adventure of the American Mind and Teaching with Primary Sources, Goals of Teaching with Primary Sources, Overview of EDUC: An Adventure of the American Mind, and Exploring American Memory and the Library of Congress Website

Teachers will complete the 3-hour course by producing teaching units based on Library of Congress digital primary sources, including lesson plans, multimedia productions, and web-based

instructional components. Teachers work in small groups which address the development of subject/grade level instructional units based on Library of Congress/American Memory digital primary sources. Participation in the AAM program at SIUC includes a semester in the graduate class, summer workshops and seminars, and in the fall semester, implementation of the teaching unit in a classroom setting.

SIUC AAM/TPS staff are working with public school AAM Associates in developing the concept for the Teaching with Primary Sources (TPS) program. Transition to TPS will begin Summer 2007 and implementation is planned for Fall 2007. Fourteen in-service teachers completed EDUC 550 in the fall semester, and will complete the requirements of the program by presenting workshops and seminars during the Spring semester. Refresher courses are planned for the summer semester.

Metropolitan State College of Denver

Colorado Council for the Social Studies – Dr. Laura McCall, MSCD Professor of History, Susan Joseph, Visiting Professor of Education, and AAM-Colorado Director Peggy O'Neill-Jones are scheduled to present "Discovering, Inquiring and Applying Digitized Primary Resources in the Classroom" at the Colorado Council for the Social Studies conference on March 9, 2007 at the Hyatt Regency Tech Center in Denver.

Partnership with Jefferson County School District – AAM-Colorado and Jefferson County School District, the largest district in the state, plan to implement a program “to improve teachers’ appreciation for and knowledge of traditional American history through intensive, on-going professional development” after the district received a three-year, \$950,198 Teaching American History grant from the U.S. Department of Education. Read more at http://www.mscd.edu/~collcom/artman/publish/aamco_twv3062106.shtml.

Waynesburg College

WC’s Spring Institute 2007: Teaming Up with Primary Sources began February 1st. Eleven educators have formed three school-based teams and have begun developing cross-curricular learning units emphasizing the analysis, synthesis and evaluation of primary sources into existing curricular topics. Each team will develop lesson plans, example student projects and assessment tools during the five-week workshop, which will culminate with a bus trip to the Library of Congress in Washington, D.C. Each team will be re-convened after the units have been implemented for an in-depth review and revision session.

WC staff presented an introductory session to Greene County Homeschool Network monthly meeting. Fifteen families participated and three families followed up with requests for resources and training sessions. WC is in the process of developing customized opportunities for these students and their parents.

Complete TPS Consortium Member List:
<http://www.loc.gov/teachers/tps/consortium/>

Upcoming Events

Illinois State University

Summer institute dates have been set for the month of June. Details and registration information can be found on the website at <http://www.mlb.ilstu.edu/aam/>.

Southern Illinois University – Carbondale

SIUC AAM/TPS staff continues to make presentations to College of Education and Human Services classes at both the graduate and undergraduate level. At the undergraduate level, pre-service teachers express great enthusiasm about the digital primary sources at the Library of Congress and American Memory. They learn how the Learning Page can serve as a valuable resource in their course work and future teaching career.

Waynesburg College

WC AAM/TPS staff plan to launch the newly-developed online course, *Discovering the Library of Congress*, in the upcoming months. The Blackboard e-learning system will be utilized as the platform for the course, allowing participants to take part in both synchronous and asynchronous activities and discussions.

The Teaching with Primary Sources program (TPS) helps teachers to embed digitized primary source materials from the Library of Congress into challenging, high-quality instruction. TPS is managed and implemented by an educational consortium comprised of universities, libraries and K-12 school districts.

For more information about the Teaching with Primary Sources Program, please visit:

<http://www.loc.gov/teachers/tsp>